

109TH CONGRESS  
1ST SESSION

# H. R. 1156

To amend title II of the Higher Education Act of 1965 to increase teacher familiarity with the educational needs of gifted and talented students, and for other purposes.

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## IN THE HOUSE OF REPRESENTATIVES

MARCH 8, 2005

Mr. GILLMOR (for himself and Mr. GALLEGLY) introduced the following bill;  
which was referred to the Committee on Education and the Workforce

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## A BILL

To amend title II of the Higher Education Act of 1965 to increase teacher familiarity with the educational needs of gifted and talented students, and for other purposes.

1 *Be it enacted by the Senate and House of Representa-*  
2 *tives of the United States of America in Congress assembled,*

3 **SECTION 1. SHORT TITLE.**

4 This Act may be cited as the “Gifted and Talented  
5 Education Enhancement Act of 2005”.

1 **SEC. 2. AMENDMENT TO TITLE II OF THE HIGHER EDU-**  
2 **CATION ACT OF 1965.**

3 (a) STATE GRANTS.—Section 202(d) of the Higher  
4 Education Act of 1965 (20 U.S.C. 1022(d)) is amended  
5 by adding at the end the following:

6 “(8) GIFTED AND TALENTED STUDENTS.—In-  
7 corporating the learning needs of gifted and talented  
8 students into the activity described in paragraph (1),  
9 (2), or (3) in order to ensure that new teachers pos-  
10 sess basic knowledge and skills necessary to meet  
11 the educational needs of gifted and talented stu-  
12 dents.

13 “(9) NEW-TEACHER MENTORING ON THE  
14 NEEDS OF GIFTED AND TALENTED STUDENTS.—Es-  
15 tablishing or expanding new-teacher mentoring and  
16 assessment programs (including induction and eval-  
17 uation programs) that are a part of the licensure  
18 process that includes the development of a portfolio  
19 produced by the new teacher, under the supervision  
20 and guidance of a veteran teacher mentor, which is  
21 designed to demonstrate that the new teacher pos-  
22 sesses basic knowledge of the classroom indicators of  
23 giftedness, is able to identify student learning dif-  
24 ferences among gifted students, and is able to pro-  
25 vide instruction to accommodate such differences.”.

1 (b) PARTNERSHIP GRANTS.—Section 203(e) of the  
2 Higher Education Act of 1965 (20 U.S.C. 1023(e)) is  
3 amended—

4 (1) in paragraph (1), by striking “and limited  
5 English proficient individuals” and inserting “, lim-  
6 ited English proficient individuals, and gifted and  
7 talented students”; and

8 (2) by adding at the end the following:

9 “(5) GIFTED AND TALENTED STUDENTS.—In-  
10 creasing the knowledge and skills of preservice  
11 teachers participating in activities under subsection  
12 (d) in the educational and related needs of gifted  
13 and talented students by, among other strategies, in-  
14 fusing teacher coursework with units on the charac-  
15 teristics of high-ability learners, using assessments  
16 to identify preexisting knowledge and skills among  
17 students, and developing teaching strategies that are  
18 driven by the learner’s progress.”.

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